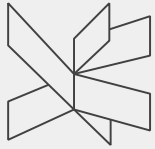


Gør tanke til handling  
VIA University College



# Evidence *and* "Dannelse"...

The 37th Annual International Seminar for  
Teacher Education in Aarhus

# Presentation

- Niels Tange
- Lecturer at the Department of Teacher Education in Århus and head of practical training
- Background: Teacher and Headmaster in the danish public school. A degree in philosophy and psychology at the University of Århus
- Part of the Research programme: Dannelse and Ethics
- Currently working on a very new research-projekt called: *Dannelse and evidence - a third path in school-development*

# *Dannelse and evidence - a third path for School development – background in four steps*

- **Step one: PISA meets the danish school-system**

Throughout the recent years the public School has been exposed to what Pasi Sahlberg calls "a new educational reform movement..."

Focuses on testing, measuring, visible learning and evidence based teaching.

- **Step two: An intense debate arises**

Which path is the right one?

- **Step three: The dichotomy**

Division into two positions

# Step three: The debate leads to...

## Focus on Evidence

- Sahlberg: "New educational reform movement..."
- Testing
- Visible learning
- Targeted learning
- Measuring learning outcome
- Evidence
- Datadriven school
- NPM and outcome-based management

## Focus on "Dannelse"

- Critical towards the evidence-position
- Developing humanity, ethics, values, freedom, democracy
- Moral and values education
- Evidence and dannelse cannot be combined
- Teachers professional autonomy and freedom to choose methods is important. Teacher Agency...

## Dichotomy – two divided paths

# A third path...

- Criticise the current debate for having divided the school into two and creating a un-constructive conflict...
- ...and creating the understanding that evidence and dannelsen are two paths, that cannot co-exist
- Suggests that school pedagogy needs to focus on both – a dialectical approach... a third path...
- (Goes for researchers to!!)

# The research-project: *Dannelse and evidence - a third path for School development*

Focus on how this is done in the school and in the classroom.

Method: Inspired by the thoughts behind *Design Based Research* working together with schools to develop a *third-path design*.

1. How can an evidence-based approach be combined/coexist with the focus on dannelse?

- *Two languages? Two cultures*
- *Measuring dannelse?*

2. What effect will the third path have on learning/dannelse outcome and on the school as a whole (Culture, unity...)

# Which schools take the third path?

- A contract with the municipality of Odder
- Develop, integrate and evaluate *goals for dannelse* in their schools

# An international Perspective...

An impression, that this project could be interesting in other countries too? Is this an international challenge?

- Experiencing the dichotomy
- Projects that gathers knowledge about solutions similar to *the third path*
- How koncepts like *dannelse* is introduced to schools

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